

# Sand Ridge Junior High School 2075 West 4600 South Roy, Utah 84067

February 27-28, 2006



Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200

# THE REPORT OF THE VISITING TEAM REVIEWING

## Sand Ridge Junior High School

2075 West 4600 South Roy, Utah 84067

February 27-28, 2006

#### **UTAH STATE OFFICE OF EDUCATION**

Patti Harrington, Ed.D.
State Superintendent of Public Instruction

# DIVISION OF STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

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Salt Lake City, Utah

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#### **FOREWORD**

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, February 27-28, 2006, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Sand Ridge Junior High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Richard Rhees is also commended.

The staff and administration are congratulated for their desire for excellence at Sand Ridge Junior High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Sand Ridge Junior High School.

Patti Harrington, Ed.D. State Superintendent of Public Instruction

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#### SAND RIDGE JUNIOR HIGH SCHOOL

#### **ADMINISTRATION AND STAFF**

#### **School Administration**

Dr. Richard Rhees	Principal		
	Assistant Principal		
<u>Counseling</u>			
Linda Smith	Counselor		

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#### SAND RIDGE JUNIOR HIGH SCHOOL

#### **MISSION STATEMENT**

#### WE EMPOWER STUDENTS WITH SKILLS FOR FUTURE SUCCESS

#### **BELIEF STATEMENTS**

#### WE BELIEVE . . .

- All students can learn, and student learning should be the primary focus of the school.
- Students learn best when they are actively engaged in the learning process, given challenging expectations, and appropriate opportunities for success.
- Learning is ultimately the responsibility of the student, with support from parents, educators, and administrators.
- School should promote positive character development, emphasizing personal integrity and responsibility.
- Student should have opportunities to explore career options and goals.
- School should provide a safe and inviting environment for learning.
- Each student is a valued individual with unique abilities and needs that should be accommodated in both curriculum instructional practices and assessments.

#### MEMBERS OF THE VISITING TEAM

Dr. Nancy Jadallah, Eisenhower Jr. High School, Granite School District, Visiting Team Chairperson

Laurie Anderson, Tooele Junior High School, Tooele School District

Douglas Beach, Mount Jordan Middle School, Logan City School District

Cathryn Davies, Mount Logan Middle School, Logan City School District

Wendy Haws, Mueller Park Jr. High School, Davis School District

#### VISITING TEAM REPORT

#### SAND RIDGE JUNIOR HIGH SCHOOL

**CHAPTER 1: SCHOOL PROFILE** 

Sand Ridge Junior High School is located in Roy, Utah. This community is located approximately 35 miles north of Salt Lake City in Weber County, and is one of several outlying areas of Ogden. This stable, primarily blue-collar community has experienced little new growth in the past few years. The city of Roy is the most diverse community in Weber County, and Sand Ridge Junior High School has the most diverse community of all of Weber County schools. Forty percent of the students are from low income families, and there has been an increase in the number of minority students attending Sand Ridge. Hill Air Force Base is also located next to Roy. This large military facility has a great impact on the enrollment and the economic base of Weber County, and Roy in particular.

- a) What significant findings were revealed by the school's analysis of its profile?
  - According to the survey, 41 percent of students felt that fighting and bullying were big problems at the school.
  - Forty-eight percent felt that inappropriate language was a problem.
  - The minority students had the largest percentage of students scoring in the lowest quartile on the CRTs.
- b) What modifications to the school profile should the school consider for the future?
  - Parent-teacher conference data was not included.
  - Benchmarks and scores for baseline data in reading, for example, were not included
  - The discipline data needs to be explained further. Eighty-eight percent of infractions were categorized as "other," but this term was not explained. Such an explanation would be helpful to make sure that these issues are being addressed.
  - The departments are encouraged to answer the 11 essential questions and incorporate them into the accreditation document.

#### **Suggested Areas for Further Inquiry:**

• Staff members are encouraged to find ways to motivate failing students.

- The Visiting Team suggests that a professional development plan be developed that aligns with the school improvement plan.
- The Visiting Team suggests that the school investigate ways to assist its at-risk and minority students who are struggling.
- The Visiting Team would suggest that the school investigate avenues to obtaining an additional computer lab.
- The Visiting Team suggests that the NSSE survey be updated and analyzed to determine the school's progress and identify new areas of need.

#### **CHAPTER 2: THE SELF-STUDY PROCESS**

a) To what extent has the school community engaged in a collaborative self-study process on behalf of students?

The school community has, to a great extent, engaged in a collaborative self-study process focusing on the improvement of the school and student learning. The school community formed committees called focus groups comprised of students and teachers. All stakeholders except the classified personnel were included in the process. The self-study has been the focus of bimonthly meetings and early-out days for the last two years.

b) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?

To a moderate extent, the school community identified the school's current areas of strength and concern. Interviews with parents, students, administrators, and teachers revealed similar findings. The Visiting Team felt there were a couple of areas that were not particularly well identified—namely, how students who are failing are identified, how interventions are taken, and the plan for their remediation.

## CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Sand Ridge Junior High's mission of "We Empower Students with Skills for Future Success" will be met through the following indicators of desired results for student learning (DRSLs):

#### **Complex Thinking and Reasoning:**

- The students at Sand Ridge will develop complex thinking and reasoning skills.
- Students will be capable of using these skills in an appropriate manner.

#### **Lifelong Learning:**

- Sand Ridge students will gain basic knowledge of life skills.
- Students will develop learning skills that will support a life of continual education

#### **Communication:**

- Sand Ridge students will become effective communicators by successfully interacting with others in orally.
- Students will develop communication through writing.

#### Citizenship:

- The students at Sand Ridge will respect the innate worth of all individuals.
- Students will become contributing members of society.

The administration, faculty, parents, and students joined in creating realistic goals for student learning at Sand Ridge Junior High School. The school-wide DRSLs are focused upon:

- 1. Application of the school's mission and belief statements.
- 2. Connection to all content areas.
- 3. Current research and data.
- 4. Incorporation of Utah Core Curriculum.
- 5. Assessment of curriculum instruction.
- 6. Continuous school development planning.

The process of developing, evaluating, and adjusting the desired results for student learning is ongoing. The present DRSLs were completed at the end of the 2004 school year. Each department worked to incorporate the DRSLs into planning and assessment. During the past school year, all faculty members and administrators have been offered instruction on improving learning through implementing specific stratagems in everyday curriculum development.

#### **Shared Vision, Beliefs, Mission, and Goals:**

a) To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?

The Visiting Team found that the school to a great extent facilitates a collaborative process and built a vision for their school. The DRSLs appear to be the purpose and provide the direction for the school, as is shown in the departmental alignment of the DRSLs. The collaborative effort to build a shared vision of the school included most of the vested groups of the school community, with the exception of the classified personnel. The administration invited parents, PTA members, and SCC members to be involved with the focus groups. The stakeholders were provided with numerous opportunities to give their input and have a voice in shaping the desired results for student learning, as well as the mission and belief statements. Teachers were involved in school leadership and took active roles in the development of the department reports and the DRSLs.

- b) To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?
  - The school community, including students and parents, was involved in the creation of the belief statements. This set of beliefs aligns with the DRSLs and is supported by the administration and staff to a great extent.
- c) To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?

There is clear alignment between the school's DRSLs and the school's mission and belief statements. The school has made a concerted effort to integrate the DRSLs into its curriculum and instruction. The student body has also been trained in the mission statement, the beliefs, and the DRSLs. They were prominently displayed throughout the building and in all classrooms.

#### **Curriculum Development:**

a) To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?

The staff at Sand Ridge Junior High makes efforts to collaborate both departmentally and inter-departmentally. Many teachers are working together on cross-curricular lessons in order to more effectively meet the standards of the core and to enhance learning. During the past school year, staff development time has been allocated for cross-curriculum planning. The faculty and staff of Sand Ridge should be commended for their efforts in providing and protecting this valuable time for all stakeholders.

Within each department, the staff has met and has aligned department curricula with the school's DRSLs. Each department has established standards, indicators, and goals for each of the school's four DRSLs. Departments should be

commended for the time and effort given to accomplishing this feat, especially since much of it was accomplished on teachers' own time.

Curricular decisions at Sand Ridge are based on the Utah State Core and the Weber District Standards and Benchmarks. Although curricular decisions are based on these standards, there is little specific evidence of this. Teachers have a "mental idea" of how they are addressing the standards and do make attempts to cover the core, but could further benefit from curriculum mapping. Aligning teachers' curricula, Sand Ridge's DRSLs, and the standards of the State Core would be an asset to all stakeholders.

At this point in the process of curriculum development, the Utah Life Skills have not been directly identified or addressed. Some of the Life Skills have been indirectly incorporated in the school's DRSLs, but minimal effort has been made to define measurable curricular goals tied to the Utah Life Skills. The Visiting Team would encourage departments to include the Utah Life Skills in future curriculum planning.

b) To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?

Within the departments, the staff at Sand Ridge Jr. High has worked together to redefine curricular goals in relation to the school's DRSLs. The staff and students at the school are well versed in the school's DRSLs, and lessons are tied to specific DRSLs. It was noted that many lessons addressed all four of the school's DRSLs very effectively. The Language Arts and Drama Departments are particularly adept at incorporating multiple DRSLs in lessons.

While the DRSLs are clearly identified and incorporated into the curricula, assessments are not as distinguishable. Defining specific school-wide behaviors that could be observed and measured would enable the entire school community to have a clear focus regarding curriculum and instruction.

#### **Quality Instructional Design:**

a) To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?

As classrooms were visited, many of the traditional teaching practices were observed, as well as a variety of newer strategies. The Visiting Team observed lectures with students taking notes for their portfolios/journals as well as questions being asked during the lecture. The Visiting Team also observed the use of PowerPoint technology as part of instruction, as well as students going through skill drills in physical education classes. The Science Department uses a layered

curriculum to address the varied learning styles of a diverse school community. While many teachers teach very effectively using these methods, the Visiting Team would recommend that all teachers continue to explore "best practices" that will actively engage students in learning.

b) To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?

To a large extent, the teachers observed use a variety of teaching methods to meet the needs of different learners. Drills are used to help learn vocabulary. Different reading strategies are used, including pair reading to help slower-reading students. Some teachers use a layered curriculum that addresses the needs of both the high-and low-level learners. Teachers require portfolios and journals that allow students to express themselves and demonstrate to teachers what they have learned

The school offers an ESL program that uses appropriate testing and placement methods. There is a resource program, but not a co-teach program. The school is not an inclusion school. It has an Options program for students who fail three or more classes.

c) To what extent do the professional staff and leadership provide additional opportunities which support student learning?

Teachers believe that approximately 50 percent of the student body is involved in after school programs. These programs include not only sports, but music and theatre. Students perform in programs for other schools. There is coordination between the high school and junior high to transition students in the Fine Arts Department. The school has developed a "lead the way" program that encourages high-achieving students in the fields of engineering and electronics. Field trips are offered. The Science Department holds a school science fair. The school offers the MESA program, which has performed well in state and national competitions.

#### **Quality Assessment Systems:**

a) To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?

To a small extent, the staff members have developed assessments for their individual classrooms, but there did not appear to be any movement toward school-wide assessment other than staff training in Six+1 Traits of Writing. Many staff members feel that they do not formally teach these traits, but students use them in their journals, reports, and other writing assignments. The Math Department is in the process of developing an end-of-unit assessment rubric similar to the Six Traits but specific to math. They hope to have this completed at

the end of the 2006 school year. Teachers use rubrics for units of study. Teachers are invited to be part of the resource IEP process so they can better accommodate their resource students.

b) To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?

Teachers have the school mission statement posted in their classes. The district has written district-wide standards and benchmarks. Teachers are expected to align their curricula with these benchmarks. There is strong evidence to support the notion that the staff has developed an understanding of the importance of using multiple assessments in evaluating student performance. The entire seventh grade is given a learning styles inventory to determine the students' learning styles.

Teachers incorporate student DRSLs into their lesson plans. Core teachers focus on teaching information to help students pass their year-end assessment. Teachers use the computer lab to practice UTIPS, which is aligned with year-end core tests.

c) To what extent are assessments designed, developed, and used in a fair and equitable manner?

The Visiting Team observed teachers using PowerPoint technology, lectures, hands-on activities, journals and portfolios, and practice drills, as well as other strategies to assess their students' learning. The staff is available to students for one-on-one tutoring as needed. Teachers make every effort to identify at-risk students and then find a way, working with counselors and staff, to help them succeed. IEP and 504 plans are implemented as needed for at-risk students. The faculty is willing to interact and talk with each other to help students succeed. The after school programs are set up to encourage at-risk students to perform academically so they can participate in extracurricular activities. Students and parents have access to the EDline program, which tracks student progress. Teachers upgrade this program weekly.

It is very evident, based on interviews with parents, teachers, administrators, and students, that the staff is committed to creating a safe and nurturing environment for all students at Sand Ridge. The Visiting Team is confident that the staff is committed to providing a fair and equitable assessment system for all students. As the staff continues to use multiple assessments, aligning appropriate assessment instruments to the school's standards, equity and fairness is further guaranteed.

#### **Leadership for School Improvement:**

a) To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?

The administration and site leadership/accreditation team work hard at developing a positive climate that promotes academic learning. The leadership is responsive to the staff regarding student deportment and discipline changes that they feel need to take place. Despite some reports of bullying, students reveal that they feel safe and secure at school, and bullying is decreasing due to awareness training. Students state that they feel like they are getting a quality education with opportunities for extended study. The Visiting Team sees a need for a consistent staff development program centered on powerful teaching and learning strategies. The school is poised to move to the next level in developing the expertise of the staff in to data collection, assessment, and student achievement. This is a critical next step in the school improvement continuum. The leadership team also takes the opportunity to recognize students' academic achievements through quality student recognition programs.

b) To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?

After reviewing the self-study, the Visiting Team feels that the leadership team has made an effective attempt to be data-driven in its decision-making process. However, the research base of decisions may become more evident as the staff development program of the school becomes more focused on the self-study outcomes. Collaboration among departments is encouraged and fostered, but departments use data to inform instruction to varying degrees of success. As the school moves toward school-wide assessment of the desired results for student learning, collaboration among departments will be critical.

c) To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?

Currently there is not a comprehensive school-wide assessment system for the desired results for student learning. Indirect methods are used to evaluate whether or not these achievement goals are met. There is some collegiality in the review of data, but not much collaboration in the review of daily work. This component must be addressed as the school begins to systematically look at student performance on a daily basis. Evidence suggests that principals and counselors, using teacher and parent input, monitor and track failing students and provide options for remediation.

d) To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?

The Visiting Team felt that, to a great extent, the leadership of the school and district should be praised. The facilities are clean, safe, effectively managed, and

used for the benefit of the learning community as well as the community at large. The Visiting Team commends the administrators for their attention to the management of this school. Teachers and students frequently commented that their needs were addressed, and they were supported by the administration.

e) To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?

There is a great desire on the part of the administration and leadership team to ensure that improvement efforts are addressed. It is important that time be provided for teachers to work in collegial settings on specific school-wide improvement goals. This effort needs to be intimately tied to the school improvement action plan, departmental goals, and focus groups outcomes.

f) To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?

Parents interviewed by the Visiting Team were pleased with the leadership's responsiveness to their children's needs. They suggested that opportunities are given to students based on their needs. The administration has a positive relationship with the community and all stakeholders. Some parents and students felt that they would not know what was going on in the school if they didn't make great individual efforts to be involved. Strengthening of the role of the School Community Council and efforts toward improving communication, including the school web site, should continue.

#### **Community Building:**

*To what extent does the school foster community building and working relationships within the school?* 

As students enter the building they feel safe, welcomed, and that they are in an environment they enjoy. There are numerous programs in place to help each child feel wanted and appreciated. Programs to celebrate student accomplishments and strengths are in place, and encourage student achievement. The mentoring program recognizes each student on his or her individual level, and rewards his or her progress. It also allows opportunities for peer discussion on difficult topics such as bullying.

Students, parents, and teachers all felt their ideas and suggestions were listened to, appreciated and acted upon. Each group felt connected to the school and believed that it was a great place to be.

The Visiting Team observed that cross-curricular collaboration was limited. Strong evidence of collaboration was observed in TLC courses. The TLC teachers had worked with art, technology, business and English teachers on cooperative projects. Mentoring lessons developed and organized by the counselors involved collaboration with content teachers.

Providing increased time on a regular basis for teachers to work as teams on learning projects will serve to continue the collegiality that exists. Ongoing discussions about how departments can integrate teaching and work toward DRSLs and student achievement through quality staff development may be the most effective way to strengthen an already good thing.

b) To what extent does the school extend the school community through collaborative networks that support student learning?

Sand Ridge Junior High is to be commended on the quantity and content of the programs and activities it provides that engage the extended community. Parents felt that Roy City was exceptionally supportive, providing guest speakers and prizes for school programs.

Students begin preparation for high school and post-high school programs while at Sand Ridge Junior High. Project Lead the Way is available for those interested in the engineering field. Band interests are supplemented with opportunities to participate in the District Honor Band and the Roy High Marching Band. Numerous special interest camps are available for students in music, art, writing, science, and reading.

Parents and students feel that students are provided with a diverse, quality education. Students who struggle are directed to the Options program, where additional support is available to foster their success. Parents feel that attention is given to each child—not just the high achievers—so that they don't get lost or fall between the cracks.

Increasing knowledge in the total community of available opportunities and programs though improved communication will amplify awareness of what is currently being done at Sand Ridge Junior High. The Visiting Team recommends that the school continue to find ways to strengthen the school community, as it did through Marian Lazan's presentation and book.

#### **Culture of Continuous Improvement and Learning:**

a) To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?

The Sand Ridge Junior High faculty clearly has a commitment to professional development. The faculty spends approximately 60 hours a year in professional development activities. There has been a broad range of professional development activities over the last three years. The administration has involved teachers in designing professional development opportunities. This year, the Resource Department designed professional development for the faculty to address accommodations in the classroom for resource students as well as students at risk. Teachers express an awareness of high expectations from Dr. Rhees to implement research-supported practices in this school. Teachers mention time restraints and collaboration issues in implementing information from professional development, but value the knowledge of research-based practices.

The Visiting Team notes that while there is a broad range of professional development activities, professional development should align more closely with the school improvement plan and student achievement data.

b) To what extent does the school create conditions that support productive change and continuous improvement?

The administration works to develop a knowledgeable faculty with continuous professional development. Bimonthly early release days are committed to professional development. Teachers express a desire for time to collaborate with their peers.

The Visiting Team commends the commitment made by the faculty to engage as an entire faculty in the professional development process. The allocation of time directed towards this end should be analyzed for effectiveness and teachers desire for time to collaborate with peers.

The Visiting Team notes the programs in place to address student success and connectedness to school: recognition of honor students, National Honor Society Club, MESA Club, Adventure Club, after school tutoring in math, mentoring, and the Options program. A Discipline Committee has been formed to address uniform rules and policies in the classroom.

The Visiting Team also notes that, while these programs are in place, it does not appear that the needs and achievement of at-risk students are being adequately addressed (with exception of the small number of students being served through the Options program). ELL and resource student needs are being addressed through professional development this year. As the population changes, there may be a need for an honors program at Sand Ridge as well.

## CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Most Utah public junior high/middle schools are not accredited through NAAS, but only by the USOE—it is their choice to join NAAS or not.

#### CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

a) To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?

The Visiting Team found that to a large extent, the school-wide action plan addressed the needs of the school. The action plan should be driven by student achievement needs, data from the surveys, department analysis, focus groups, and the school improvement plan. The Visiting Team recommends that the action plan goals be refined so they are specific and measurable, and set a high standard. Professional development should align with the school-wide action plan.

b) To what extent is there sufficient commitment to the action plan, school-wide and system-wide?

Sand Ridge Junior High is committed to improvement. Stakeholders are willing to take suggestions and have a desire to improve student achievement and the climate of the school. Stakeholders expressed the value of being involved in the accreditation process and would like to see it continue.

c) How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?

Evidence is lacking as to how the school will identify when it has accomplished each step of the action plan. The rubrics included in the action plan begin the process. The school is currently implementing training as addressed in the action plan; however, measurable benchmarks related to student achievement still need to be established.

# CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

#### **Commendations:**

- The Visiting Team commends the staff at Sand Ridge for child-friendly advocacy for students.
- The Visiting Team commends the school for validating the importance of developing appropriate instructional strategies and transitioning strategies for incoming and outgoing students.
- The Visiting Team commends the school for its support of and collaboration with all staff and personnel, as well as the collegiality demonstrated among them.
- The Visiting Team commends the staff for continually improving CRT scores.
- The Visiting Team commends the staff on its use of a variety of developmentally appropriate instructional strategies and assessments.
- The Visiting Team commends the staff on its commitment to continuous improvement.
- The Visiting Team commends the staff and administration for creating a safe learning environment.

#### **Recommendations:**

- The Visiting Team recommends that the staff continue to refine the mentoring program.
- The Visiting Team recommends that the staff develop a professional development plan that reflects the needs of the school, as indicated in the NSSE survey and the school achievement plan. The Visiting Team would also recommend that the NSSE survey be updated to reflect current needs.
- The Visiting Team recommends that the staff continue training on and implementing the Six+1 Traits of Writing across all disciplines. Furthermore, the Visiting Team recommends that professional development opportunities be available for all staff on the use of the Six+1 Traits of Writing rubric, and that all staff members collaborate and agree upon what quality student work is.

- The Visiting Team recommends that the staff review the goals in both the departmental analyses and the DRSLs, making the goals more specific and measurable and aligning the department goals with the DRSLs.
- School goals (the action plan) should emerge from the data collected. The Visiting Team recommends that the staff update the NSSE survey, review all data collected, and set measurable and objective goals based on analysis of the data.
- While the Visiting Team believes that the school has identified those students who are not learning, it is recommended that the staff investigate additional ways to remediate these failing students and create a definite plan for success.
- The Visiting Team recommends that professional development opportunities be designed to create in-depth training and provided with follow-up coaching to ensure implementation into practice.